

Pathways for Program Curriculum Development March 2016

The following charts outline pathways for using a unified, standards-aligned curriculum that includes a scope and sequence for all levels, instructional units based on the scope and sequence, and sample lesson plans reflective of the instructional units. Units and lesson plans developed as part of the curriculum are required to be the basis for classroom instruction.

These charts describe the minimum requirements for what programs will develop and submit annually to ACLS to show progress in completing their curriculum that guides instruction. What programs develop each year will bring them closer to meeting the minimum requirements described in the curriculum policy: that all programs offering ABE and/or ESOL services must be using a standards-aligned curriculum for each content area by 6/30/19. Materials to be submitted are meant to be a review and checkpoint for the more extensive materials that the program develops and uses daily.

For each content area of ESOL, ELA, and math, there are separate charts that describe what is required for completing each content area. Depending on the instructional services provided by the program (e.g., ESOL-only, ABE-only, or both), individual programs may need to follow only the ESOL chart, or only the ELA and Math charts, or all three charts. Remember the end goal: standards-aligned curricula for *all* content areas by 6/30/19.

For ESOL and ELA submissions, there are four options each, and programs must select one of the options to remain on through 2019. Programs may choose whether to start with developing all levels of a scope and sequence or to start with developing all units and sample lesson plans within one level. Tracks 1 and 2 are for programs that

submitted an ESOL or ELA scope and sequence in 2015. Tracks 3 and 4 are for programs that did not submit one in 2015.

Individual teachers are responsible for creating lessons that are aligned to the instructional units of the curriculum. These lessons must reflect the curriculum. Teachers may modify lessons to accommodate class needs and it is understood that those submitted are representative lessons. The format of templates for developing a scope and sequence, units, and lesson plans may be adapted as long as all of the components of the templates are addressed. Please see the ACLS Curriculum and Instruction Resources web page for scope and sequence templates that have been slightly revised for ease of use: <http://www.doe.mass.edu/acls/frameworks/resources.html>.

For Math, all programs will submit instructional units and sample lessons, as outlined in either Track 1 or Track 2 and described more fully in Appendix A of this document. These units will be developed from a program's scope and sequence, with targeted and intensive professional development readily available. It is felt that several components of a math scope and sequence, such as formative assessments and the implementation of the Mathematical Practices, can be more realistically and deeply developed at the level of the unit and the lesson. The units created through this process will be critical building blocks for a full curriculum.

After submission each year, SABES will provide feedback to programs. *Annual submissions must incorporate relevant feedback received from SABES the previous year.* Due to the volume of submissions at each of the annual checkpoints, additional materials submitted at that time will not receive feedback.

Questions? Please refer to Jane Schwerdtfeger, Curriculum Specialist at ACLS: janes@doe.mass.edu.

ACLS encourages programs to attend SABES PD and to contact the SABES PD Centers for assistance at www.sabes.org.

ESOL Tracks 1 and 2: For Programs that Submitted One Level of an ESOL Scope and Sequence in 2015

| | By 8/15/16, what to <u>complete</u> and what to <u>submit</u> : | By 8/15/17, what to <u>complete</u> : (Submission TBD) | By 8/15/18, what to <u>complete</u> : (Submission TBD) | By 6/30/19, what to <u>complete</u> : (Submission TBD) |
|--|--|---|---|--|
| ESOL Track 1: Start with the Scope and Sequence | ESOL Track 1 | | | |
| | Submit: <ul style="list-style-type: none"> Second level of a scope & sequence Complete: <ul style="list-style-type: none"> Second and third levels of scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Units & one fully-developed lesson per unit for the first level of the scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Units & one fully-developed lesson per unit for the second level of the scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Units & one fully-developed lesson per unit for the third level of the scope & sequence Units & one fully-developed lesson per unit for any remaining levels |
| | OR | OR | OR | OR |
| ESOL Track 2: Start with the Units | ESOL Track 2 | | | |
| | Submit: <ul style="list-style-type: none"> Three units for the scope & sequence level submitted in 2015 One fully-developed lesson per unit for these three units Complete: <ul style="list-style-type: none"> Units for the scope & sequence level submitted in 2015 & one fully-developed lesson per unit | Submit: TBD Complete: <ul style="list-style-type: none"> Second level of the scope & sequence Units & one fully-developed lesson per unit for the second level of scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Third level of the scope & sequence Units & one fully-developed lesson per unit for the third level of scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Any remaining levels of the scope & sequence Units & one fully-developed lesson per unit for any remaining levels |

***Teachers are required to develop lesson plans based on the units. Teachers may modify lessons to accommodate class needs and it is understood that those submitted are representative lessons.**

ESOL Tracks 3 and 4: For Programs that DID NOT Submit One Level of an ESOL Scope and Sequence in 2015

| | By 8/15/16, what to <u>complete</u> and what to <u>submit</u> : | By 8/15/17, what to <u>complete</u> : (Submission TBD) | By 8/15/18, what to <u>complete</u> : (Submission TBD) | By 6/30/19, what to <u>complete</u> : (Submission TBD) |
|--|---|---|--|---|
| ESOL Track 3: Start with the Scope and Sequence | ESOL Track 3 | | | |
| | Submit: <ul style="list-style-type: none"> First level of a scope & sequence Complete: <ul style="list-style-type: none"> First, second & third levels of a scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Units & one fully-developed lesson per unit for the first level of the scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Any remaining levels of scope & sequence Units & one fully-developed lesson per unit for the second & third levels of the scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Units & one fully-developed lesson per unit for any remaining levels of the scope & sequence |
| | OR | OR | OR | OR |
| ESOL Track 4: Start with the Units | ESOL Track 4 | | | |
| | Submit: <ul style="list-style-type: none"> First level of a scope & sequence Three units for the first level of a scope & sequence Complete: <ul style="list-style-type: none"> First level of a scope & sequence Units for the first level of a scope & sequence & one fully-developed lesson per unit for these three units | Submit: TBD Complete: <ul style="list-style-type: none"> Second level of the scope & sequence Units & one fully-developed lesson per unit for the second level of scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Third level of the scope & sequence Units & one fully-developed lesson per unit for the third level of scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Any remaining levels of the scope & sequence Units & one fully-developed lesson per unit for any remaining levels |

*** Teachers are required to develop lesson plans based on the units. Teachers may modify lessons to accommodate class needs and it is understood that those submitted are representative lessons.**

ELA Tracks 1 and 2: For Programs that Submitted One Level of an ELA Scope and Sequence in 2015

| | By 8/15/16, what to <u>complete</u> and what to <u>submit</u> : | By 8/15/17, what to <u>complete</u> : (Submission TBD) | By 8/15/18, what to <u>complete</u> : (Submission TBD) | By 6/30/19, what to <u>complete</u> : (Submission TBD) |
|---|--|---|---|--|
| ELA Track 1: Start with the Scope and Sequence | <u>ELA Track 1</u> | | | |
| | Submit: <ul style="list-style-type: none"> Second level of a scope & sequence Complete: <ul style="list-style-type: none"> Second and third levels of scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Units & one fully-developed lesson per unit for the first level of the scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Units & one fully-developed lesson per unit for the second level of the scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Units & one fully-developed lesson per unit for the third level of the scope & sequence Units & one fully-developed lesson per unit for any remaining levels |
| | OR | OR | OR | OR |
| ELA Track 2: Start with the Units | <u>ELA Track 2</u> | | | |
| | Submit: <ul style="list-style-type: none"> Three units for the scope & sequence level submitted in 2015 One fully-developed lesson per unit for these three units Complete: <ul style="list-style-type: none"> Units for the scope & sequence level submitted in 2015 & one fully-developed lesson per unit | Submit: TBD Complete: <ul style="list-style-type: none"> Second level of the scope & sequence Units & one fully-developed lesson per unit for the second level of scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Third level of the scope & sequence Units & one fully-developed lesson per unit for the third level of scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Any remaining levels of the scope & sequence Units & one fully-developed lesson per unit for any remaining levels |

*** Teachers are required to develop lesson plans based on the units. Teachers may modify lessons to accommodate class needs and it is understood that those submitted are representative lessons.**

ELA Tracks 3 and 4: For Programs that DID NOT Submit One Level of an ELA Scope and Sequence in 2015

| | By 8/15/16, what to <u>complete</u> and what to <u>submit</u> : | By 8/15/17, what to <u>complete</u> : (Submission TBD) | By 8/15/18, what to <u>complete</u> : (Submission TBD) | By 6/30/19, what to <u>complete</u> : (Submission TBD) |
|---|---|---|--|---|
| ELA Track 3: Start with the Scope and Sequence | ELA Track 3 | | | |
| | Submit: <ul style="list-style-type: none"> First level of a scope & sequence Complete: <ul style="list-style-type: none"> First, second & third levels of a scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Units & one fully-developed lesson per unit for the first level of the scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Any remaining levels of scope & sequence Units & one fully-developed lesson per unit for the second & third levels of the scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Units & one fully-developed lesson per unit for any remaining levels of the scope & sequence |
| | OR | OR | OR | OR |
| ELA Track 4: Start with the Units | ELA Track 4 | | | |
| | Submit: <ul style="list-style-type: none"> First level of a scope & sequence Three units for the first level of a scope & sequence Complete: <ul style="list-style-type: none"> First level of a scope & sequence Units for the first level of a scope & sequence & one fully-developed lesson per unit for these three units | Submit: TBD Complete: <ul style="list-style-type: none"> Second level of the scope & sequence Units & one fully-developed lesson per unit for the second level of scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Third level of the scope & sequence Units & one fully-developed lesson per unit for the third level of scope & sequence | Submit: TBD Complete: <ul style="list-style-type: none"> Any remaining levels of the scope & sequence Units & one fully-developed lesson per unit for any remaining levels |

*** Teachers are required to develop lesson plans based on the units. Teachers may modify lessons to accommodate class needs and it is understood that those submitted are representative lessons.**

Math Tracks 1 and 2 for Programs Offering ABE Instruction—Math

| | By 8/15/16, what to <u>complete</u> and what to <u>submit</u> : | By 8/15/17, what to <u>complete</u> : (Submission TBD) | By 8/15/18, what to <u>complete</u> : (Submission TBD) | By 6/30/19, what to <u>complete</u> : (Submission TBD) |
|---|--|--|---|---|
| | MATH Track 1 | | | |
| Math Track 1: For programs that submitted in 2015 one level of a Math scope and sequence | Complete and Submit: <ul style="list-style-type: none"> A 20-25 hour instructional unit or sequence of units for one level, including three fully-developed lessons* | Submit: TBD Complete: <ul style="list-style-type: none"> A curriculum for one level, developed from the 2015 scope & sequence** A scope & sequence for a second level of instruction** A 20-25 hour instructional unit or sequence of units developed from the second level scope & sequence, including three fully-developed lessons* | Submit: TBD Complete: <ul style="list-style-type: none"> A curriculum for the second level, developed from the 2017 scope & sequence** A scope & sequence for a third level of instruction** A 20-25 hour instructional unit or sequence of units developed from the third level scope & sequence, including three fully-developed lessons* | Submit: TBD Complete: <ul style="list-style-type: none"> A curriculum for the third level, developed from the 2018 scope & sequence** |
| | MATH Track 2 | | | |
| Math Track 2: For programs that did not submit in 2015 a Math scope and sequence | Complete and Submit: <ul style="list-style-type: none"> A scope & sequence for one level of instruction ** A 20-25 hour instructional unit or sequence of units developed from the above scope & sequence, including three fully-developed lessons* | Submit: TBD Complete: <ul style="list-style-type: none"> A curriculum for one level, developed from the 2016 scope & sequence** A scope & sequence for a second level of instruction** A 20-25 hour instructional unit or sequence of units developed from the second level scope & sequence, including three fully-developed lessons* | Submit: TBD Complete: <ul style="list-style-type: none"> A curriculum for the second level, developed from the 2017 scope & sequence** A scope & sequence for a third level of instruction** A 20-25 hour instructional unit or sequence of units developed from the third level scope & sequence, including three fully-developed lessons* | Submit: TBD Complete: <ul style="list-style-type: none"> A curriculum for the third level, developed from the 2018 scope & sequence** |

***See Appendix A for more information. Teachers are required to develop lesson plans based on the units. Teachers may modify lessons to accommodate class needs and it is understood that those submitted are representative lessons.**

****Templates, resources, & PD will be available.**

APPENDIX A (Math)

With regard to the curriculum requirement in math calling for “a 20-25 hour Instructional Unit or sequence of Units developed from the... Scope and Sequence, including three fully-developed lessons,” and mindful of the three Key Shifts elucidated in the *College and Career Readiness Standards for Adult Education*, please submit the following:

- The required Instructional Unit sequence(s), following the model of the approved Templates. For information on how to access the Templates, see below.

Reflective of the three components of the Key Shift “Rigor”:

- One lesson designed to develop the skills, knowledge, and/or habits of mind in a Standard addressing **Conceptual Understanding**;
- One lesson designed to develop the skills, knowledge, and/or habits of mind in a Standard addressing **Procedural Fluency**; and
- One lesson designed to develop the skills, knowledge, and/or habits of mind in a Standard addressing **Application**.

In addition, one of the above lessons should explicitly incorporate one Standard of Mathematical Practice of the program’s choosing.

Valuable information and materials, including Lesson Plan templates and Instructional Unit templates and Exemplars, can be accessed on the ACLS Curriculum and Instruction Resources page, <http://www.doe.mass.edu/acls/frameworks/resources.html>.

For Professional Development opportunities related to all aspects of the curriculum development process, please visit the Math page on the SABES website, <http://www.sabes.org/pd-center/math>, or contact Donna Curry, Director of the Math PD Center, directly at donnac@ghi.net or 617-873-9600.